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A new departure in first-year Latin textbooks.—Many books have been written designed to prepare the first-year Latin student for the study of Caesar, but a much smaller number with the express purpose of providing for the great number of high-school people who are unable to carry their study of Latin beyond the second year and for whom there is need of a course of study involving greater values than the traditional course in the Gallic wars alone.

It is to meet the needs of this larger group that Mr. Scott has prepared a new first-year text.¹ The purpose and scope of the book are well described in the Preface, the first two paragraphs of which follow:

The fact that the work of the first and second years of the high school Latin course should give value in itself, apart from being merely a preparation for later study, has come to be generally recognized. The number of Latin pupils whose study of the subject does not go beyond these first two years is very large in proportion to the total number studying Latin, and probably this has always been the case. But in the effort to provide for those whose capacities and opportunities make it possible for them to continue the study of Latin through the high school and into the college, the needs of the larger group whose opportunities were certain to be more narrowly limited have not always been taken into account. Further, the fact that the values which we recognize were so far in the distance has probably tended to diminish the number who chose to continue beyond the two-year stage.

Evidently one of the chief values to be gained from two years' study of Latin is a better knowledge of the English language. This should involve on the one hand a clearer comprehension of grammatical structure and on the other an enlarged vocabulary and an increased accuracy in the use of words. If these are to be among the major objectives, they should be recognized in the organization of the material which is first presented [p. iii].

In order to secure the requisite training in grammatical usages so often lacking in first-year high-school pupils, the principles of English grammar are presented in the early lessons, affording an opportunity for review or for study in the case of classes where a complete mastery has not been gained. The pupil is then introduced by easy stages to simply stated rules of Latin grammar and to new sets of forms, regularly one in each lesson. Most of the irregular inflections are purposely omitted, the idea being that they may be taken up with greater economy at a later point in the course. For the same reason the forms and uses of the subjunctive mood are postponed to the second year.

The more rapid acquisition of vocabulary is made possible by the use, from the very first, of connected paragraphs for translation rather than the usual isolated sentences. The lesson vocabularies, comprising a total of about six hundred words, are small, never exceeding ten words, and are so arranged as to lead up to the reading of easy plays based on myths and classical stories which constitute the main body of reading matter. For this material Mr. Scott has taken five plays from *Decem Fabulae* of Paine, Mainwaring, and Ryle, with

¹ HARRY FLETCHER SCOTT, *First Latin Lessons*. Chicago: Scott, Foresman & Co., 1922. Pp. xx+304.

some few changes which serve to decrease the vocabulary and avoid too difficult idioms. The number of English to Latin exercises is relatively small. In their place the author has employed completion exercises, making for the concentration of the pupils' attention on the specific usage with which the lesson deals.

Work in English derivatives from Latin forms a valuable part of nearly every lesson. In these exercises the derivative is commonly employed in such a way that its meaning is clearly illustrated; in the case of some words the use of the English dictionary is encouraged to aid in the discovery of the Latin root. Another important feature of each lesson is the suggested drill exercise, which should prove especially helpful to the inexperienced teacher. Frequent review lessons provide for special drill on vocabulary. The book contains a few well-known Latin songs and an Appendix including a simple treatment of the derivation of Latin words and the formation of English words from Latin, a list of familiar Latin phrases, the usual summary of declensions and conjugations, and a review of syntax.

The question may be raised by some as to whether such a course of study as is here outlined will enable the pupil, by the end of the second year, to reach the point demanded by college-entrance requirements. To these it may be said that the plan has already been tried and has been shown to be practicable, though, obviously, much depends on a judicious arrangement of the second year's work, leading up gradually to and through the inevitable Caesar.

Mr. Scott has again made a real contribution to teaching. His book will quickly commend itself to school heads and teachers of Latin.

H. B. ASH

Civic and economic biology.—The outstanding factors of organization of the course outlined in a new textbook¹ planned primarily for Sophomore high-school pupils, may be summarized as follows: (1) the great principles of life common to plants, animals, and man form the cores around which the subject of biology becomes unitary; (2) the viewpoint of (1) demands that the course in biology be *not* separated into two parts, one dealing with plants and the other with animals; (3) the biological knowledge which is most essential to civic progress and to the understanding, enjoyment, and appreciation of our daily environment is the practical civic and economic phase of the science; (4) the subject-matter is arranged into large units, each dealing with a major biological principle; (5) the subject-matter is arranged for a year's work beginning in September but is flexible enough to allow rearrangement and selection to meet local conditions; (6) the text furnishes reading material to be used in connection with more or less individualized instruction and to give an outline for the quiz which closes the class study of any unit or major problem within a unit.

¹ WILLIAM H. ATWOOD, *Civic and Economic Biology*. Philadelphia: P. Blakiston's Son & Co., 1922. Pp. xv+470.